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ABSTRACT

Students who master the material in this Child Development Associate (CDA) training module should know how to (1) involve a parent in a center activity, (2) foster cooperativeness at a staff meeting and (3) identify a community resource and show how it can be used to benefit the classroom. Both teacher and trainee materials are provided in the module. Teacher materials consist of activity guidelines, and directions for pretesting and field supervision. Trainee materials include a pretest, an activity list and eight lessons. The module contains forms for listing resources in the neighborhood of the center and a parent information sheet. (Author/RH)

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# CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

## UNIT VI

## IMPLEMENTING A PRESCHOOL PROGRAM

### Module 2

### STAFF, HOME, AND COMMUNITY RELATIONS

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School District of Philadelphia

# THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

## Unit VI

## IMPLEMENTING A PRESCHOOL PROGRAM

## Module 2

## STAFF, HOME, AND COMMUNITY RELATIONS


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Unit VI

Module 2

NAME: _____

DATE: _____

PLACEMENT TEST

Time Started: _____

Time Finished: _____

Mastery: _____

No Mastery: _____

Resource Person: _____

Unit VI

Module 2

## INSTRUCTIONAL OBJECTIVES

| Entry | Intermediate | Mastery |
|---|---|---|
| The trainee will know what to do to involve parents in the preschool center. | The trainee will know why it is important to involve parents and how to do it. | The trainee will involve a parent in a center activity. |
| The trainee will know what to do to work cooperatively with the staff. | The trainee will know why it is important to work cooperatively with staff and how to do it. | The trainee will be able to foster cooperativeness at a staff meeting. |
| The trainee will know what to do to identify the community resources which are available for her to draw on. | The trainee will know why community resources are important and how to identify them. | The trainee will be able to identify a community resource and show how it can be used to benefit the classroom. |

Unit VI

Module 2

## PRETEST

### PART B

This part of the pretest is to be done in your center. Read all of Part B, before you begin to work. You will have ten days to complete this part of the pretest. You are to do the following things:

1. At your next staff meeting: write down everything that happens at the meeting. Then write down what you think should have been said or done to make teachers more cooperative. Were people able to share ideas and experiences? Were people able to get help with problems? Did you think the staff meeting was good?

2. Have a parent get involved with your class. Write down what the parent did with the class. Write down what you did and said to get the parent involved.

3. Figure out a way to get someone from the neighborhood around your center involved with your class. Write down who you got to be involved, and write down his address. Tell how that person was involved. Write down what you did and said to get that person involved.

When you have finished, contact your Field Supervisor. Your Field Supervisor will want to look at all your notes. Make sure that you have written down all the correct information.

Unit VI

Module 2

Trainee Directions

## MODULE 2

## STAFF, HOME, AND COMMUNITY RELATIONS

TRAINEE _____

INSTRUCTOR _____

FIELD SUPERVISOR _____

| | How Many? | | |
|---|---|---|---|
| Class | | | Regularly Scheduled Class Day |
| Field | | At Your Center | Time To Be Scheduled With The Field Supervisor |

Unit VI

Module 2

PRETEST

Resource Person Directions

| EQUIPMENT AND MATERIALS | DIRECTIONS |
|---|---|
| Activity 2<br>Activity 3<br>Activity 7 | 1. Read trainee directions for Part A and Part B of the pretest.<br>2. When trainee has finished Part A, use the answer key below to score this part of the pretest.<br><br>Part A<br><br>1. Two ways listed should be in the same area as the two ways listed in Activity 2.<br>*20 Points (10 points for each correct item).<br>2. Three ways listed should go along with three of the ways listed in Activity 3.<br>*30 Points (10 points for each correct item).<br>3. The ten community resources listed must be near the trainee's center. A list of community resources can be found in Activity 7.<br>*50 Points (5 points for each correct item).<br>3. Trainee must have a minimum score of 85 points to go on to Part B.<br>4. Notify the Field Supervisor of trainees who do go on to Part B. Field Supervisor will notify you of trainee's performance in Part B. |

Unit VI

Module 2

PRETEST

Resource Person Directions

| EQUIPMENT AND MATERIALS | DIRECTIONS |
|---|---|
| | 5. Trainee who successfully completes Part A and Part B of the pretest has mastered out of the module. Have conference with trainee and determine which module trainee wants to do next.<br><br>6. Trainee who is unsuccessful in Part A, have conference and review Part A with individual and have work in the module.<br><br>7. Trainee who is unsuccessful in Part B, have conference and review Part B with individual. Identify activities within module that trainee needs and have trainee do these activities and the mastery activity. |

Unit VI

Module 2

PRETEST

Field Supervisor Directions

| EQUIPMENT AND MATERIALS | DIRECTIONS |
|---|---|
| Activity 2<br>Activity 3<br>Activity 7 | 1. Read trainee directions for Part B.<br>2. Trainee will contact you to set up a time to review Part B.<br>3. Trainee must have the following:<br>A. for Item #1<br>1. Notes on the staff meeting;<br>2. List of things that should have been done or said to bring about more cooperation. (Use Activity 2 as a guide.)<br>B. for Item #2<br>1. Notes on what the parent did with class; and<br>2. A list of things that the trainee did or said to get the parent involved. (Use Activity 3 as a guide.)<br>C. for Item #3<br>1. Notes on who the community person was and how he/she was involved with the class; and<br>2. A list of things that the trainee did and said to get the person involved. |

Unit VI

Module 2

PRETEST

Field Supervisor Directions

| EQUIPMENT AND MATERIALS | DIRECTIONS |
|---|---|
| | 3. The community person must be a "community resource" person.<br><br>4. Review the notes for Items #1, 2 and 3 for content and accuracy. Each part of each item must be done correctly.<br><br>5. Each part of Items #1, 2 and 3 is worth 14.7 points. Trainee must have a minimum score of 85 to master this part of the pretest.<br><br>6. Notify the Resource Person of trainee's score for Part B of this pretest. |

Unit VI

Module 2

NAME: _____

DATE: _____

PLACEMENT TEST

Time Started: _____

Time Finished: _____

Mastery: _____

No Mastery: _____

Resource Person: _____

Unit VI

Module 2

PRETEST

PART A

Directions

Read each item and write your answer in the space below it.

1. List two ways to work cooperatively with other people on the center staff.

_____

_____

2. List three ways for involving parents in the center.

_____

_____

_____

3. List five community resources that are located near your center.

_____

_____

_____

_____

_____

When you have finished this part of your pretest, give it to your Resource Person. Do not go on to Part B until your Resource Person tells you to do so.

Unit VI

Module 2

PRETEST

PART B

This part of the pretest is to be done in your center. Read all of Part B, before you begin to work. You will have ten days to complete this part of the pretest. You are to do the following things:

1. At your next staff meeting: write down everything that happens at the meeting. Then write down what you think should have been said or done to make teachers more cooperative. Were people able to share ideas and experiences? Were people able to get help with problems? Did you think the staff meeting was good?
2. Have a parent get involved with your class. Write down what the parent did with the class. Write down what you did and said to get the parent involved.
3. Figure out a way to get someone from the neighborhood around your center involved with your class. Write down who you got to be involved, and write down his address. Tell how that person was involved. Write down what you did and said to get that person involved.

When you have finished, contact your Field Supervisor. Your Field Supervisor will want to look at all your notes. Make sure that you have written down all the correct information.

Unit VI

Module 2

RESOURCE PERSON AND FIELD SUPERVISOR ACTIVITY LIST

| ACTIVITY | MODE OF INSTRUCTION | MATERIALS |
|---|---|---|
| 1. Module Introduction | I | Activity Folder UVI-M2-A1 |
| 2. Working With Center Staff | I | Activity Folder UVI-M2-A2 |
| 3. Helping Parents Get Involved | I | Activity Folder UVI-M2-A3 |
| 4. Keeping In Touch With Parents | I | Activity Folder UVI-M2-A4 |
| 5. Field Activity | I | Activity Folder UVI-M2-A5<br>"Parent Information" Form |
| 6. Using Different Cultures To Plan Activities | I | Activity Folder UVI-M2-A6 |
| 7. Field Activity: Keeping In Touch With People In The Neighborhood Around Your Center | I | Activity Folder UVI-M2-A7 |
| 8. Mastery | I | Activity Folder UVI-M2-A8 |

I = Individualized

Unit VI

Module 2

Resource Person Directions

| ACTIVITY | DIRECTIONS |
|---|---|
| 1. Module Introduction | Be available to answer questions. |
| 2. Working With Center Staff | Review the activity and be available to help trainees. |
| 3. Helping Parents Get Involved | Review the activity and be available to answer questions. |
| 4. Keeping In Touch With Parents | 1. Review the activity.<br>2. Review trainee's letter for content and appropriateness. |
| 5. Field Activity | 1. As a trainee is ready to enter this activity, find out how many children are in his/her class.<br>2. Use your sample and xerox the appropriate number of "Parent Information" sheets and give them to the trainee.<br>3. Give the Field Supervisor the names of trainees who are beginning this activity. |
| 6. Using Different Cultures To Plan Activities | 1. Review the activity.<br>2. Review the activity cards for content. |
| 7. Field Activity: Keeping In Touch With People In The Neighborhood Around Your Center | None; see Field Supervisor directions. |
| 8. Mastery | None; see Field Supervisor directions. |

Unit VI

Module 2

Field Supervisor Directions

| ACTIVITY | PURPOSE(S) | DIRECTIONS |
|---|---|---|
| 5 Field Activity | To have trainees use the "Parent Information" form to identify parents who have time to be involved in the center. | 1. Read this activity and Activity 3.<br>2. Trainee will contact you to set up a time to review the activity.<br>3. Review the "Parent Information" sheets to determine if they have been filled out correctly.<br>4. Review with trainee for each of the five parents selected:<br>A. how he/she would like to have the parent involved;<br>B. how he/she would go about getting the parent involved.<br>5. If trainee has problems, discuss the problems with the trainee and have her/him repeat that part of the activity. |
| 7 Field Activity | To have trainees use the "Community Resources" sheets to identify the resources available near the center. | 1. Read the activity.<br>2. Trainee will contact you to set up a time to review the activity.<br>3. Review the "Community Resources" sheet to determine if they contain the correct information. |

Unit VI

Module 2

Field Supervisor Directions

| ACTIVITY | PURPOSE(S) | DIRECTIONS |
|---|---|---|
| | | 4. If trainee has problems, discuss the problems with the trainee and have him/her repeat that part of the activity. |
| 8 Mastery | To have trainees use their knowledge and skills:<br>A. to involve a parent in a center activity;<br>B. to foster cooperation among staff; and<br>C. identify and involve a community person in a classroom activity. | 1. Read the activity.<br>2. Trainee will contact you to set up a time to review the activity.<br>3. Review the following with the trainee:<br>A. for staff<br>1. the notes from the staff meeting;<br>2. the list of things that should have been said or done to foster more cooperation. (Use Activity 2 as a guide.)<br>B. for parent involvement<br>1. her/his notes on what the parent did with the class; and |

Unit VI

Module 2

Field Supervisor Directions

| ACTIVITY | PURPOSE(S) | DIRECTIONS |
|---|---|---|
| | | 2. what the trainee did and said to get the parent involved. (Use Activity 3 as a guide.)<br><br>C. for community involvement<br><br>his/her notes on who the community person was, how the person was involved with the class and what was said and done to get the person involved.<br><br>4. Trainee has achieved mastery, if all parts of Item 3 are completed satisfactorily.<br><br>5. If trainee does not achieve mastery, identify the problem areas and have him/her redo those parts of this activity. |

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Module 2

ACTIVITY 5

PARENT INFORMATION SHEET

NOTE: Before you ask a parent any questions, explain to them why it is important for them to be involved in the center.

Child's Name:

Information About The Mother

Mother's Name:

Does the mother work? _____ Yes _____ No

Does the mother have any free time during the school day?
_____ Yes _____ No _____ Sometimes _____ What hours?

Would she be willing to come in and help? _____ Yes _____ No
_____ Sometimes _____ Where?

Would she be willing to go on trips with the class? _____ Yes
_____ No

Would she be willing to mend or sew things for the class?
_____ Yes _____ No

Would she be willing to cook or help prepare for special occasions (Christmas, Easter)? _____ Yes _____ No

Would she be willing to do paper work for the center (address envelopes, type memos, etc.)? _____ Yes _____ No

Would she be willing to help the center get new equipment or furniture? _____ Yes _____ No

Would she be willing to contact parents (canvas, give out circulars, notify them of meetings)? _____ Yes _____ No

Activity 5 (Continued)

Would she be willing to raise money for the school (cake sales, raffles, plant shows, flea market)? _____ Yes _____ No

Would she be willing to ask local businessmen to donate things (paper, toothbrushes, material, wallpaper sample, carpet squares)? _____ Yes _____ No

Does she have anyone in her family who could be the link between resources in the community and the school? _____ Yes _____ No

Does she do anything special that the children might enjoy seeing? _____ Yes _____ No

Unit VI

Module 2

Activity 5 (Continued)

PARENT INFORMATION SHEET

NOTE: Before you ask a parent any questions, explain to them why it is important for them to be involved in the center.

Child's Name:

Information About The Father

Father's Name:

Does the father work? _____ Yes _____ No

Does the father have any free time during the school day?
_____ Yes _____ No _____ Sometimes _____ What hours?

Would he be willing to come in and help? _____ Yes _____ No
_____ Sometimes _____ Where?

Would he be willing to go on trips with the class? _____ Yes
_____ No

Would he be willing to mend or sew things for the class?
_____ Yes _____ No

Would he be willing to cook or help prepare for special occasions (Christmas, Easter)? _____ Yes _____ No

Would he be willing to do paper work for the center (address envelopes, type memos, etc.)? _____ Yes _____ No

Would he be willing to help the center get new equipment or furniture? _____ Yes _____ No

Would he be willing to contact parents (canvas, give out circulars, notify them of meetings)? _____ Yes _____ No

Activity 5 (Continued)

Would he be willing to raise money for the school (cake sales, raffles, plant shows, flea market)? _____ Yes _____ No

Would he be willing to ask local businessmen to donate things (paper, toothbrushes, material, wallpaper sample, carpet squares)? _____ Yes _____ No

Does he have anyone in his family who could be the link between resources in the community and the school? _____ Yes _____ No

Does he do anything special that the children might enjoy seeing? _____ Yes _____ No

Unit VI

Module 2

## TRAINEE ACTIVITY LIST

| ACTIVITY | MODE OF INSTRUCTION | MATERIALS |
|---|---|---|
| 1. Module Introduction | I | Activity Folder UVI-M2-A1 |
| 2. Working With Center Staff | I | Activity Folder UVI-M2-A2 |
| 3. Helping Parents Get Involved | I | Activity Folder UVI-M2-A3 |
| 4. Keeping In Touch With Parents | I | Activity Folder UVI-M2-A4 |
| 5. Field Activity | I | Activity Folder UVI-M2-A5 "Parent Information" Sheets |
| 6. Using Different Cultures To Plan Activities | I | Activity Folder UVI-M2-A6 |
| 7. Field Activity: Keeping In Touch With People In the Neighborhood Around Your Center | I | Activity Folder UVI-M2-A7 |
| 8. Mastery | I | Activity Folder UVI-M2-A8 |

I = Individualized

Unit VI

Module 2

## Trainee Directions For Activities

| ACTIVITY | DIRECTIONS |
|---|---|
| 1. Module Introduction | Read the activity. |
| 2. Working With Center Staff | Read the activity and do the exercise. |
| 3. Helping Parents Get Involved | Read the activity and do the exercise. |
| 4. Keeping In Touch With Parents | Read the activity and do the exercise. |
| 5. Field Activity | 1. Read the activity and follow the directions.<br>2. Make sure you get your "Parent Information" sheets from your Resource Person <u>before</u> you carry out this activity. |
| 6. Using Different Cultures To Plan Activities | Read the activity and do the exercise. |
| 7. Field Activity: Keeping In Touch With People In The Neighborhood Around Your Center | Read the activity and follow the directions. |
| 8. Mastery | Read the activity and follow the directions. |

Unit VI

Module 2

ACTIVITY 1

## MODULE INTRODUCTION

As a teacher, your job is to offer the best learning experiences you can to the children in your classroom. Although you know a lot about young children and how they grow and learn, there are others who know about each of the children in your room too. It is your job to know who these people are, what they know about the children you teach and how you can get these people to help you so you can offer an even better educational program to your children. That is what this module is all about.

There are three groups who can help you work better with your children. They are:

- Parents
- Other staff
- Neighborhood people

Each of these groups can help you in special ways.

HOW CAN PARENTS HELP YOU?

1. Parents know and can tell us how the child has grown and developed since birth. They can tell us about patterns of growth, learning style, and the kinds of experiences their children have had.
2. Parents can tell us what is important to them and their family. They can tell us what their children believe is right or wrong and ways to behave. That will help us know why the children do some of the things they do.

Activity 1 (Continued)

3. Parents can tell us what their children like or dislike. This will help us know what kinds of things to offer the children.

HOW CAN OTHER STAFF HELP US?

1. Other staff may have some experience with one or more of the children in your room that can tell you more about them and help you plan better for them.
2. Other staff may have special knowledge of their own which would help you understand the children better.
3. Other staff will be working with your children too. The more all of you share your thoughts, ideas, and plans, the better it will be for your children's growth and development.

HOW CAN NEIGHBORHOOD PEOPLE HELP US?

1. You may not have all of the facilities in your center that you feel you need. Some of the facilities may exist in the neighborhood.
2. The neighborhood often has some of the cultural activities that reflect your parents' cultures. This can help you understand more about your parents as well as participate in an important part of their lives.

This module is about helping you find out what is available in your neighborhood and how you can use what you know to better your program. It is about helping you to know how to relate to

Activity 1 (Continued)

parents and get them involved in their children's educational experiences. It is about helping you to know how to share your thoughts, ideas, and plans with other staff.

When you are finished, you will know:

- How to deal effectively with parents
- How to work cooperatively with staff
- How to draw on community resources.

Unit VI

Module 2

ACTIVITY 2

## WORKING WITH CENTER STAFF

When we talk about cooperating with center staff, we are talking about cooperating with everyone who works in the center. This includes:

1. Other teachers and aides in your classroom.
2. Teachers and aides in other classrooms.
3. The director, the secretary, and other people in the administration.
4. Others at your center, like:

   Maintenance people

   Cooks

   Nurses

   Doctors and dentists

   Social workers.

For the sake of the children in your class, you must learn to cooperate with everyone who is employed by your center.

### WHEN A STAFF WORKS WELL TOGETHER

When a staff works well together, children have better learning experiences. When a staff works well together, everyone has all the information they need about each child. When a staff works well together, the center runs smoothly and efficiently. When a staff works well together, teachers share their ideas. They share their experiences. They share their activities with each other. Everyone benefits. The ones who benefit most are the children.

Activity 2 (Continued)

Two good ways for you to keep in touch with other people on the staff are:

1. At staff meetings. You can share your ideas and talk about problems at staff meetings.
2. Record keeping. If you keep records about children, other center staff can look at the records. This way, information about the children is passed along to everyone who needs to know.

EXERCISE

Make a list of everyone who works at your center. List their names and their jobs. Then write down who you would talk to about the following:

1. A new children's book you came across.

   I would talk to: (Fill in the names of the people and their jobs)

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

   WHY DID YOU PICK THESE PEOPLE? WHY NOT OTHER PEOPLE? _____

   _____

   _____

   _____

Unit VI

Module 2

Activity 2 (Continued)

2. A child in your class who can not sit still and always disrupts the class.

   I would talk to:

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

   WHY DID YOU PICK THESE PEOPLE? WHY NOT OTHER PEOPLE? _____

   _____

   _____

   _____

3. A child in your class who is always tired and hungry.

   I would talk to:

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

   WHY DID YOU PICK THESE PEOPLE? WHY NOT OTHER PEOPLE? _____

   _____

   _____

   _____

4. A trip you would like to take your class on.

   I would talk to:

   _____ _____ _____

   _____ _____ _____

   _____ _____ _____

Activity 2 (Continued)

WHY DID YOU PICK THESE PEOPLE? WHY NOT OTHER PEOPLE? _____

_____

_____

_____

5. Equipment in your playground that you think might be dangerous.

I would talk to:

_____ _____ _____

_____ _____ _____

_____ _____ _____

WHY DID YOU PICK THESE PEOPLE? WHY NOT OTHER PEOPLE? _____

_____

_____

_____

Unit VI

Module 2

ACTIVITY 3

## HELPING PARENTS GET INVOLVED

Parents should be as involved with what is happening in their children's lives as is possible. This is important because:

1. The more they know about their children's experiences outside of the home, the more they can build on them in the home,
2. The more they know about what their children are learning to do intellectually, socially, and emotionally, the more they can encourage it at home, and
3. The more parents expose their children to other adults the more they can learn about their children.

There are many ways for parents to be involved:

Parent-Teacher Meetings -

1. First, it is important for parents to know what is going on in your class. To help them know what is going on, you could have PARENT-TEACHER MEETINGS. You could ask all the parents to come to a meeting and talk to them about the things the children are learning and doing.

Parent-Teacher Conferences -

2. Sometimes, there are things you do not want to say to parents at meetings while other parents are around. If you want to talk to parents one at a time, you could have PARENT-TEACHER CONFERENCES. You can meet with parents one at a time and talk to them privately.

Unit VI

Module 2

Activity 3 (Continued)

Parent Volunteers -

3. Some of the parents may have free time during the day. They might be willing to come in to your class and help out. Having PARENT VOLUNTEERS is a good way to get parents involved. Parents can help you out. And while they help you, they can also learn things about their children by watching you teach.

Parent Visitations -

4. Some parents may not have time to come in and work in your class. But they might have time to come in once in a while to visit. Having PARENTS VISIT YOUR CLASSROOM is another good way to get parents involved. They can watch and learn. Parents should always feel that they are welcome to come into your class.

Using Parents' Talents -

5. Some parents may be able to do special things. For example, you might have a parent who is good at sewing. Or you might have a parent who plays a musical instrument. INVITING PARENTS TO SHARE SPECIAL TALENTS WITH YOUR CLASS is a good way to get parents involved. The parents feel like they are helping out. And the children get a chance to learn about special things.

Using Parents to Repair Things -

6. Some parents may be good at repairing things. If you have broken toys or broken equipment, parents might like to help out by fixing whatever is broken. Having

Activity 3 (Continued)

PARENTS FIX THINGS THAT ARE BROKEN IN YOUR CLASSROOM is also a good way to get parents involved. It helps you to have things that work well. It helps them to feel that they have done something useful.

Using Parents to Raise Money -

7. Some parents may have good ideas about ways to get things you need for your classroom. They may know where to get things for free. Or they may be able to help raise money to buy things. Having PARENTS HELP GET EQUIPMENT AND MATERIALS, OR HELP TO RAISE MONEY is a good way to get parents involved.

WHAT PARENTS NEED TO UNDERSTAND:

It is important for parents to understand three things.

1. THE CENTER COULD NOT RUN AS WELL IF PARENTS DID NOT HELP OUT.
2. EVEN IF THEY DO NOT HAVE TIME TO BE INVOLVED EVERY DAY, ANYTHING THEY CAN DO FOR YOUR CLASS IS IMPORTANT. IT IS IMPORTANT TO YOU AND TO THEIR CHILDREN.
3. THE MORE HELP THEY CAN GIVE, THE BETTER IT WILL BE FOR THE CHILDREN IN THE CLASS.

If you can help parents to understand these things, they will see why it is important to be involved. They will understand that they are needed. This will help them want to be involved.

Unit VI

Module 2

Activity 3 (Continued)

EXERCISE

In order to get parents involved in your class, you need information about them. You need to know which parents have time to volunteer. You need to know which parents are good at fixing things. You need to know if there are any parents who can do special things. The way you find these things out is by talking to the parents.

For this exercise, you will work with partners. One of you will pretend to be a parent. The other will be the teacher. At the back of this activity, there is a sheet called "PARENT INFORMATION". When you are the teacher, you will ask your partner the questions on the sheet. When you pretend to be the parent, your partner will ask you the questions on the sheet. Answer the questions as if you really were a parent talking to your child's teacher. This will give you practice in getting information from the parents of the children in your class.

Remember: You want the parents to understand:

1. THE CENTER CAN NOT FUNCTION AS WELL WITHOUT THEM.
2. ANYTHING THEY CAN DO TO HELP IS IMPORTANT.
3. THE MORE THEY CAN HELP, THE BETTER IT IS FOR THE CHILDREN.

WHEN YOU HAVE FINISHED PRETENDING TO BE A PARENT, tell your partner what you thought of the way she asked the questions. Was she friendly enough? Did she make it clear how important it is for parents to be involved? If you really were the

Activity 3 (Continued)

parent of a child in her class, would you want to be involved? Did she make you feel needed?

When you have finished this exercise, go on to the next activity.

Unit VI

Module 2

Activity 3 (Continued)

PARENT INFORMATION SHEET

NOTE: Before you ask a parent any questions, explain to them why it is important for them to be involved in the center.

Child's Name:

Information About The Mother

Mother's Name:

Does the mother work? _____ Yes _____ No

Does the mother have any free time during the school day?
_____ Yes _____ No _____ Sometimes _____ What hours?

Would she be willing to come in and help? _____ Yes _____ No
_____ Sometimes _____ Where?

Would she be willing to go on trips with the class? _____ Yes
_____ No

Would she be willing to mend or sew things for the class?
_____ Yes _____ No

Would she be willing to cook or help prepare for special occasions (Christmas, Easter)? _____ Yes _____ No

Would she be willing to do paper work for the center (address envelopes, type memos, etc.)? _____ Yes _____ No

Would she be willing to help the center get new equipment or furniture? _____ Yes _____ No

Would she be willing to contact parents (canvas, give out circulars, notify them of meetings)? _____ Yes _____ No

Activity 3 (Continued)

Would she be willing to raise money for the school (cake sales, raffles, plant shows, flea market)? _____ Yes _____ No

Would she be willing to ask local businessmen to donate things (paper, toothbrushes, material, wallpaper sample, carpet squares)? _____ Yes _____ No

Does she have anyone in her family who could be the link between resources in the community and the school? _____ Yes _____ No

Does she do anything special that the children might enjoy seeing? _____ Yes _____ No

Unit VI

Module 2

Activity 3 (Continued)

PARENT INFORMATION SHEET

NOTE: Before you ask a parent any questions, explain to them why it is important for them to be involved in the center.

Child's Name:

Information About The Father

Father's Name:

Does the father work? _____ Yes _____ No

Does the father have any free time during the school day? _____ Yes _____ No _____ Sometimes _____ What hours?

Would he be willing to come in and help? _____ Yes _____ No _____ Sometimes _____ Where?

Would he be willing to go on trips with the class? _____ Yes _____ No

Would he be willing to mend or sew things for the class? _____ Yes _____ No

Would he be willing to cook or help prepare for special occasions (Christmas, Easter)? _____ Yes _____ No

Would he be willing to do paper work for the center (address envelopes, type memos, etc.)? _____ Yes _____ No

Would he be willing to help the center get new equipment or furniture? _____ Yes _____ No

Would he be willing to contact parents (canvas, give out circulars, notify them of meetings)? _____ Yes _____ No

Unit VI

Module 2

Activity 3 (Continued)

Would he be willing to raise money for the school (cake sales, raffles, plant shows, flea market)? _____ Yes _____ No

Would he be willing to ask local businessmen to donate things (paper, toothbrushes, material, wallpaper sample, carpet squares)? _____ Yes _____ No

Does he have anyone in his family who could be the link between resources in the community and the school? _____ Yes _____ No

Does he do anything special that the children might enjoy seeing? _____ Yes _____ No

Unit VI

Module 2

ACTIVITY 4

## KEEPING IN TOUCH WITH PARENTS

Parents know a lot about their children. They do not always know what you need to know about their children. It is important for you to know about what is going on in the child's home because:

- It will help you understand the child better;
- It will help you be able to talk to the child in a more meaningful way;
- It will help you understand why a child may be acting differently.

It is important to keep in touch with the parents of children in your class. Parents need to know what is going on in your class.

- Parents need to know what kinds of activities you use in your class.
- Parents need to know if their children are doing well or not.
- Parents need to know how to help their children learn better.

Parents need to know that it is okay to ask you questions about what their children are doing. Parents need to know that it is okay to ask you questions about how they can help their children learn.

Parents need to know that you want their help and cooperation. Parents need to know that they should tell you about unusual

Activity 4 (Continued)

things that happen to their family. If something very good and exciting happens, you should know about it. If something very bad happens, you should know about it. If there is a new baby in the family, you should know about it. If someone in the family gets sick, you should know about it. If anything happens at home that would make their child upset, you should know about it. If anything happens at home that would make their child behave differently in school, you should know about it.

EXERCISE

One of the ways you could let parents know what is going on in your class is by writing a letter to them once a month. In this letter, you would tell them exactly what happened during the month. At the end of this activity, there is a sample letter for you to read. For this exercise, you will practice writing a letter to the parents of the children in your class.

In this letter, you should tell the parents some of the things you did in your preschool class during the past month. Tell them what stories were read. Tell them what lessons were taught. Tell them if you had any special activities. Tell them if anything unusual happened. Tell them if you had any visitors in your class.

At the end of the letter, you may want to put in questions for the parents to answer. Have a part of the letter that parents could cut off, fill in, and return to you.

Activity 4 (Continued)

Ask them if anything special happened at home this week.

Ask them if anything unusual happened at home this week.

Ask them if they have any questions about what is going on in your class.

When you have finished your letter, show it to another trainee. Ask her if it is clear. Ask her if she thinks you should make any changes.

After you have shown your letter to someone else, make any changes you would like to make. When you have made all the changes you want to make, show your letter to your Resource Person. If she says it is okay, go on to the next activity.

Unit VI

Module 2

Activity 4 (Continued)

## SAMPLE LETTER TO PARENTS

Dear Parents:

At school we have been working very hard on learning how to match things that are alike. It is very important for children to learn how to do this because matching is one of the skills needed for reading.

As often as you can, let your child match things. Some ideas for matching are:

- Matching pairs of socks when helping to put away the laundry.
- Stacking all the different items of clothing such as putting all of each child's underpants together.
- Stacking all the towels such as putting all the bath towels together.
- Putting all the silverware into groups. For example: all the teaspoons together, all the forks together and all the tablespoons together.
- Putting all the glasses together. For example: putting all the juice glasses together and putting all the water glasses together.
- Putting all the paper things together. For example: napkins and paper towels.
- Putting all the dishes together that are the same size. For example: putting all the cups together, putting all the saucers together and putting all the dinner plates together.

Sincerely,

Unit VI

Module 2

ACTIVITY 5

FIELD ACTIVITY

For this activity, you will have to get information about the parents of the children in your class.

Your Resource Person has "Parent Information" sheets for you. Fill out a "Parent Information" sheet for the parents of each child in your class. To do this, you should call or visit the parents to find out things you need to know for this activity.

When you have finished filling out the "Parent Information" sheets, pick five parents you think could be involved in your classroom. On a clean sheet of paper, write down:

1. The name of the parent,
2. How you would like the parent to be involved,
3. How you would go about getting the parent involved.

When you have finished, contact your Field Supervisor. When you meet with your Field Supervisor, she will want to see all of your work.

Unit VI

Module 2

ACTIVITY 6

USING DIFFERENT CULTURES TO PLAN LESSONS AND ACTIVITIES

CULTURE has to do with special things a family does: special customs and traditions, special foods a family eats, a special language a family may speak, and special clothes a family may wear for different special occasions. All of these things make up a family's CULTURE.

It is important for the children in your class to know that not everyone comes from the same culture. It is important for them to know that not everyone eats the same foods they eat. They should know that not everyone wears the same kind of clothes they wear. They should know that not everybody in the class comes from the same culture. They should know about the different cultures other children come from. They need to be aware of the different things other children in the class do. And you need to be aware of those things, too.

Children need to understand that it is not bad to be different from the way they are. Children need to understand that not everybody does everything in the same way. They need to know that it is all right to be different.

You can help children learn about different cultures by planning lessons and activities that teach about the different cultures of the children in your class. This is another way you can try to get parents involved. You can ask parents to help you plan lessons about their culture.

- You can ask parents to help you teach about the different foods of the culture.

Activity 6 (Continued)

- You can ask parents to help you teach about the different clothes of the culture.
- You can ask parents to help you teach about special things people of their culture do.

EXERCISE

Pick two children in your class who come from different cultures. Make up two activities for your class: make up an activity that teaches about one culture, and make up an activity that teaches about the other culture. Write each activity on an activity card.

When you have finished, show your activity cards to your Resource Person. If she says they are okay, go on to the next activity.

Unit VI

Module 2

ACTIVITY 7

## FIELD ACTIVITY: KEEPING IN TOUCH WITH PEOPLE IN THE NEIGHBORHOOD AROUND YOUR CENTER

You need to know about the neighborhood around your center. You want to know what type of stores there are. You need to know where doctors and dentists have their offices. You want to know where the nearest hospital or clinic is. You need to know where there is a fire station. You want to know where there is a police station. You should know where the closest park is.

These are the things that the children in your class see when they are not in school. As a teacher, you need to know the type of neighborhood they live in.

Your center is part of the neighborhood. You may need to ask people from the neighborhood to help you. You need to know what things are available in the neighborhood and what things are not available.

For this activity, you will have to walk or drive around the neighborhood of your center. You will go two blocks to the left of your center, two blocks to the right of your center, two blocks in front, and two blocks in back of your center.

At the end of this activity, there are some "COMMUNITY RESOURCES" sheets. Each "Community Resources" sheet is divided into two large sections. You should fill out one section for each block around your center. For each block, you should write down the name and addresses of the things on the block. You should write down the name and address of every:

Activity 7 (Continued)

- Store
- Gas station
- Factory
- Doctor's office
- Dentist's office
- Hospital or clinic
- Park
- Police station
- Fire station
- Neighborhood newspaper office
- Church
- Restaurant, cafeteria, bar, snack shop

If there are no

- Parks
- Hospitals or clinics
- Fire stations
- Police stations
- Neighborhood newspaper offices

in the blocks around your center, telephone and find out where the nearest ones are. Write it down on a new "COMMUNITY RESOURCES" sheet.

When you have finished, show your work to your Field Supervisor.

Unit VI

Module 2

Activity 7 (Continued)

## COMMUNITY RESOURCES

| SECTION I | | SECTION II | |
|---|---|---|---|
| On the _____ (number) block of _____ Street, there are: | | On the _____ (number) block of _____ Street, there are: | |
| Name or Type of Place | Address | Name or Type of Place | Address |
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Unit VI

Module 2

Activity 7 (Continued)

## COMMUNITY RESOURCES

| SECTION III | | SECTION IV | |
|---|---|---|---|
| On the _____ (number) block of _____ Street, there are: | | On the _____ (number) block of _____ Street, there are: | |
| Name or Type of Place | Address | Name or Type of Place | Address |
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Unit VI

Module 2

Activity 7 (Continued)

COMMUNITY RESOURCES

| SECTION V | | SECTION VI | |
|---|---|---|---|
| On the _____ (number) block of _____ Street, there are: | | On the _____ (number) block of _____ Street, there are: | |
| Name or Type of Place | Address | Name or Type of Place | Address |
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Unit VI

Module 2

Activity 7 (Continued)

COMMUNITY RESOURCES

| SECTION VII | | SECTION VIII | |
|---|---|---|---|
| On the _____ (number) block of _____ Street, there are: | | On the _____ (number) block of _____ Street, there are: | |
| Name or Type of Place | Address | Name or Type of Place | Address |
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Unit VI

Module 2

ACTIVITY 8

## MASTERY

There are three things you have to do to show mastery of this module.

1. At your next staff meeting: write down everything that happens at the meeting. Then write down what you think should have been said or done to make teachers more cooperative.
2. Have a parent get involved with your class. Write down what the parent did with the class. Write down what you did and said to get the parent involved.
3. Figure out a way to get someone from the neighborhood around your center involved with your class. Write down who you got to be involved, and write down his address. Tell how that person was involved. Write down what you did and said to get that person involved.

When you have finished, show your work to your Field Supervisor.

Unit VI

Module 2

## PROBLEM SOLVING

### Parent Involvement

You have met with your parents and filled out the information on the Parent Information sheets.

1. How can you set up a way of recording the information so it is:
   - easy for you to get at,
   - easy for you to find the information you need?
2. How can you use the information you have gotten for
   - your program,
   - your center,
   - special occasions?

### Community Resources

You have identified what is available to you from the community, who the key people are and where they are.

1. How can you set up a way of recording the information so it is:
   - easy for you to get at,
   - easy for you to find the information you need?
2. How can you use the information you have gotten for
   - your program,
   - your center?

Unit VI

Module 2

Problem Solving (Continued)

Staff

How can you share your information about the parents:

- with other staff in your class,
- with other staff at the center?

How can you share your information about community resources:

- with other staff in your class,
- with other staff in your center?